



Standards and Quality Report

School: Wick High School

Head Teacher: Sebastian Sandeck

Date submitted: 16th June 2023



Context of the school:

Wick High School is a non-denominational school that serves the town of Wick and the surrounding rural communities in the East of Caithness. The school has seven associated primary schools. The school has provision for young people with severe and complex needs. Our current school role is 753 and this is projected to rise over the next 5 years.

Wick High School has a positive learning ethos, and we take pride in the strong relationships we develop between our young people and staff. We actively promote our Vision, Values and Aims.

Attendance is in line with the national average of 83%. In session 2021-22 the school had an attendance of 83.94%

In September 2022, 17% of pupils were registered for school meals, higher than the Scottish average of 15.6% (2020)

In September 2022, the school reported that 37.6% of our pupils had additional support needs.

Exclusions are slightly lower than the national average (11.9 per 100 pupils in 2020-21)

Our rate of exclusions was 11.6 per 1000 pupils in 2021-22.

The school management team consists of the head teacher and four deputy head teachers. The school has a middle management team of six Faculty heads and four Principal Teachers of Pupil Support and a Principal Teacher of Learning support.

The school currently has the equivalent of 51.6 fte teachers and 22 Pupil Support Assistants. This consists of full and part time staff, adding up to the equivalent of 16.2 fte.

The school received additional funding from the Scottish Government to help support work to close the poverty related attainment gap. This includes the impact of COVID on the attainment gap. In 2022-23

the school received £88,200 in Pupil Equity Funding. This funding targeted at interventions to support development in literacy, numeracy and health and well-being. It also finds our family links workers (CSW team)

School Vision, Values and Aims:

Wick High School Learning Together for Success

Our Values

We have three core values, which are a clear and concise statement of what we are working to achieve in Wick High School and are at the core of all our decisions and future developments.

Learning
Ambition
Respect

Our Vision

We want Wick High school to be an excellent school in all regards. Our 'vision' is to continue to build an inclusive and successful learning community.

Our Aims

To help us achieve our vision we have the following aims:

To provide the highest quality of learning and teaching for all.

To create an environment where everyone in the school community is encouraged to participate and to achieve to his/her potential.

To provide a safe and supportive environment where everyone is valued and treated with respect.

To promote social, emotional, mental and physical health and well-being. To enable our pupils to become successful learners, confident individuals and responsible citizens who can make a positive contribution to their community.

Summary of Standards and Quality Report/School Improvement Plan engagement process:

The process of engaging with the whole school community when we are developing our Standards and Quality Report and School Improvement Plan involves seeking the views of a wide range of people.

- Teachers and other school staff
- Parents and our Parent Council
- Pupils
- Partners that work with and support the school
- Other schools with which we link (ASG)

QI 1.3

Leadership of change

Themes

- Developing a shared vision, values and aims relevant to the school and its community
- Strategic planning for continuous improvement
- Implementing improvement and change

Question 1

How are we doing? What's working well for our learners? What are the features of effective practice in our school?

- Change is well supported by our Senior Management Team with the Acting Rector successfully fostering positive and aspirational conditions for change.
- There is a confidence across the school community in how improvements are led with staff understanding the need for change.
- Post Covid, there is a strategic approach to improvement planning, and this is evidenced across the school.
- Almost all staff have a clear understanding of the social, economic, and cultural context of the school.
- We have an established vision and set of aims that almost all teachers feel underpins our work.
- We are in the process of refreshing our school's vision to ensure it reflects our determination that all young people experience success in their learning.
- We have established effective and collaborative approaches to leadership of change and continue to plan for short- and long-term improvement. This has been achieved through increasingly collegiate processes in planning school improvement.
- We have introduced greater robustness in approaches to self-evaluation to ensure appropriate improvement priorities are identified.
- Our quality assurance calendar increasingly involves Senior and Middle Management more effectively in self-evaluation activities and encourages all staff to understand their role in ongoing improvement.
- We have used self-evaluation to identify improvement priorities which articulate well with the needs of our school. These priorities are clear and are supported by clear actions. These are manageable and illustrate how their impact will be measured in the short, medium, and long term.
- Strategies to raise attainment have been enhanced significantly by improved approaches to data analysis and the work of a senior leader with a specific attainment related remit.
- Our senior leaders have directed PEF funding towards improving outcomes in literacy and numeracy and to support engagement with families. This funding has been used to employ teachers, youth workers and family support workers.
- PEF has helped to accelerate progress for individual young people and improved levels of engagement amongst a few young people. Effective analysis of data has identified which young people receive support.
- Senior and middle leaders work collaboratively to ensure cohesion between school and faculty improvement plans. This has led to a more consistent focus on key areas across the school.
- Middle leaders welcome how they are empowered to lead change in their faculties and the way senior leaders provide clear and consistent guidance through their role as faculty links. Middle leaders are leading change successfully in their faculties.
- In all faculties, teachers have engaged in research projects. They have led to successfully local improvement activities such as effective questioning and retrieval approaches. Importantly, teachers in their role as learning ambassadors have then led dialogue and reflection on identified areas for further improvement.
- Focused professional learning and sharing of high-quality practice are effectively supporting improvements.
- The acting Rector has implemented more distributed approaches to leadership of change with a few staff benefitting through engagement in formal leadership training. From this, three further promoted staff are engaging with the local authorities Lead On programme.
- Young people value being pupil council representatives, learning mentors and sports leaders.
- Staff are positive about how their wellbeing has been supported by senior leaders during and since the pandemic. This has helped to maintain positive and trustful relationships that underpin a cohesive approach to leadership of change.
- Senior leaders and staff are welcoming to their many partners and value their contribution to the curriculum and support of young people.

Question 2

How do we know? What evidence do we have of positive impact on our learners?

- A whole school attainment tracking system used by all teachers.
- Teaching Sprint research projects analysis.
- The views of staff are sought when determining the areas of strengths and improvement needs.
- Pupil and Staff surveys.
- HMIE - Summarised Inspection Findings.
- Regular and timely link meetings with Curricular PTs to review improvement priorities.
- Minutes of staff, faculty and department meetings.
- Analysis of Learning and Teaching observations.
- Minutes of local community groups.
- Recorded views of pupil focus groups.
- Curricular planning documents.

Question 3

What could we do now? What actions would move us forward?

- Conclude the process of refreshing our school's vision to ensure it reflects our determination that all young people experience success in their learning. Establish opportunities to regularly review.
- Engage pupils, parents, staff and partners in the wider aspect of school improvement.
- Better defined and articulated success of the school to staff, parents and pupils.
- Greater consistency in the quality of faculty improvement planning with a focus on measurable outcomes for young people and how progress will be evaluated.
- Plan for development of leadership at all levels. Extending the understanding of how all staff can assume leadership roles. This will be supported by GTCS professional standards.
- Improve opportunity for leadership roles for young people to shape and support the school improvement plan.
- Increased engagement between partners and school leaders to improve how well we network, co-ordinate and jointly plan. Opportunities to evaluate this progress should be identified.
- To reduce attainment gaps faced by groups of young people who are disadvantaged by the complex impacts of poverty.

Our current evaluation of this QI using the *How good is our school?* (4th edition) six-point scale – based on an incomplete analysis of our progress (because of the periods of remote learning).

good

Q1 2.3

Learning, teaching and assessment

Themes

- Learning and engagement
- Quality of teaching
- Effective use of assessment
- Planning, tracking and monitoring

Question 1

How are we doing? What's working well for our learners? What are the features of effective practice in our school?

- There is a calm and orderly learning environment in the school. In almost all lessons relationships between young people and staff are positive. Young people treat each other with respect.
- Young people who learn in the ASN department benefit from stimulating learning environments. Teachers plan programmes of learning effectively, which are well matched to young people's needs. Young people are enthusiastic, encouraged to work with others, take pride in their work and relate well to teachers and support staff.
- Almost all young people participate attentively during lessons. Learners respond well when set individual and group tasks and are supportive of each other in pair and group work.
- The majority of lessons are well structured, and the purpose of learning is clear and shared with the learners in a variety of ways.
- Young people respond positively to clear explanations and instructions with almost all teachers regularly checking for understanding and providing verbal feedback to learners on their progress during lessons.
- We have involved all staff in creating an agreed *Learning Standard* and set of *Classroom Routines*. These provide a shared expectation of practice across all faculties and clarity for all teaching staff in planning by providing a framework for lessons.
- In the majority of lessons, teachers make sure the tasks are stimulating and well matched to learner's needs.
- Almost all teachers use questioning well to promote recall and check for understanding. In a few classes, questioning is beginning to build curiosity and confidence in young people and supports the development of higher order thinking skills.
- All young people have access to digital technology, which is used effectively to enhance learning in some classes. Young people with additional support needs benefit from using digital technology. They are developing successfully their independent enquiry and research skills.
- In most lessons, teachers use a range of assessment approaches to monitor progress of young people in the classroom. This includes questioning, retrieval quizzes, self and peer assessment. When used effectively, this is helping learners understand their progress, level and identify next steps.
- In most subjects, teachers use feedback related to the National Benchmarks to set targets for individual learners. In the Broad General Education (BGE), teachers are developing their confidence in determining levels of progress and understanding of national expectations.
- Teachers link assessment planning and moderation activities to Scottish Qualifications Authority (SQA) standards to ensure they are reliable and valid. Almost all young people are clear about their progress in the senior phase.
- Teachers use assessment data well to inform planning at class and faculty level. Faculty leaders recognise that approaches to tracking continue to develop and are key to promoting aspirational goals and identifying next steps in learning.

Question 2

How do we know? What evidence do we have of positive impact on our learners?

- Lesson observations
- HMIE summarised findings
- Pupils focus groups – discussions and feedback
- Whole School Pupil Surveys
- A whole school attainment tracking system used by all teachers
- The views of staff/Parents including our Parent Council
- OTB referrals
- Subject uptake information
- PRD records/reviews
- Faculty/Department minutes
- Link meetings
- Insight analysis

Question 3

What could we do now? What actions would move us forward?

- To develop a more consistent practice across the school to ensure that all young people understand the purpose of and next steps in their learning, as well as how to be successful. This includes the opportunity to co-create success criteria with young people.
- Senior leaders and faculty principal teachers to develop greater consistency in the application of our classroom standards and classroom routines.
- To further improve the motivation, enthusiasm and enjoyment of all learners by giving them more opportunities to lead their own learning.
- All pupils would benefit from further challenge and consistently high expectations from all teachers.
- To develop a whole school strategy for digital technology.
- To consolidate the practice of sharing feedback with learners to support the development of the skills required for independent learning.
- To ensure consistency and reliability of data, greater links with our family schools will be established to share judgements and insights (BGE).
- Faculty leaders to further develop target setting and learning conversations to promote aspiration goals and identifying next steps in learning.

Our current evaluation of this QI using the *How good is our school?* (4th edition) six-point scale – based on an incomplete analysis of our progress (because of the periods of remote learning).

good

Q1 3.1

Ensuring wellbeing, equality and inclusion

Themes

- Wellbeing
- Fulfilment of statutory duties
- Inclusion and equality

Question 1

How are we doing? What's working well for our learners? What are the features of effective practice in our school?

- Relationships between young people and staff are positive. This contributes to a constructive and supportive learning environment. Staff know learners well and work collaboratively to improve outcomes for young people.
- Senior leaders highlight emotional wellbeing and irregular attendance as factors that negatively influence young people's ability to achieve. Promoting health and well-being is an ongoing priority.
- The majority of young people enjoy attending school. Most feel safe and the majority know that they have someone to talk to should they have a concern.
- Most pupils indicate that they are treated with respect by staff and by the majority of their peers.
- We have re-instated the pupil council following the pandemic and have increased the opportunities for young people to be involved in school decision making.
- A planned PSE programme for young people in S1-S5 is in place. It explores health-related issues and planning for the future.
- Staff know which young people face barriers to their learning. Information which supports young people is shared effectively and appropriately and is used to inform learning.
- Enhanced arrangements support particular young people who have been identified as needing support at points of transition.
- Information on young peoples learning is shared effectively with staff.
- Support for learning teachers provide advice and support to classroom teachers within curriculum areas with pupil support assistances providing valuable in class support.
- Young people with significant complex needs are being supported well through enhanced provision to meet short-term and long-term needs. They engage well with staff who provide a very warm and supportive context for learning.
- Three tiers of support are in place. This ranges from short-term targeted support for young people to specialized provision for the most vulnerable. Young people access a broad curriculum to reflect their needs.
- Almost all partners describe positive working relationships with senior staff and feel listened to.
- Additional help for young people who are at risk of not gaining a positive destination is provided and supported effectively by a number of organisations.
- Out-of-class activities including social events and after school clubs are supporting our drive to be an inclusive community.
- We have worked with senior pupils to establish volunteer mentors that support younger people in their learning, providing further evidence of the school as a community.
- The RME programme provides meaningful opportunities for learners to reflect on equality and diversity and the dangers of discrimination and prejudice. Our equalities group re-enforce these key messages.
- Most of our young people feel that they are encouraged by school staff to do their best.
- There is a clear focus on improving the engagement and attainment of young people who face socio-economic disadvantage. They are well supported by intervention programmes financed through PEF. The relationships young people form with, for example youth project leaders and children's services workers play an important role in promoting inclusion.
- MCR Pathways and access to counselling contributes further to the wellbeing of young people most affected by poverty and with barriers to learning.
- These steps have had a positive impact on the attendance, confidence and resilience of the individual young people involved.
- For those young people engaging with a support programme, there are improvements in attendance and engagement with the school.
- Staff are alert to personal circumstance and provide valuable support to young people and their families.

Question 2

How do we know? What evidence do we have of positive impact on our learners?

- Pupils focus groups
- A whole school attainment tracking system
- Number of behaviour referrals
- Number of SHANARRI referrals
- Number of exclusions
- Attendance data
- Feedback from partners.
- HMIE summarised findings
- Stakeholder voice: parent/carer and pupil through surveys.
- Positive destination data.
- Number of referrals to counselling service as well as written case notes and assessments from E Cameron.

Question 3

What could we do now? What actions would move us forward?

- To develop a strategic approach to build on existing practices and promote further health and wellbeing as a whole school responsibility.
- Develop an environment where young people can better understand the language of well-being and to reflect on and identify the support they require.
- To ensure that actions are taken to address concerns and that this is communicated clearly, reinforcing the school's commitment to respect for all.
- Maintain an overview of complaints and instances of bullying, racism, or discriminatory incidents. Further analysis of patterns and evaluation of the impact.
- Increasing opportunities for young people to be more involved in school decision making, helping to build confidence and promote engagement.
- Increase opportunities for pupil voice to be heard and ways to communicate that their views are acted upon.
- Extending the PSE curriculum to better support our S6 pupils through a series of electives preparing them for life beyond school.
- Increased collaboration between ASN teachers and classroom teachers. This sharing of expertise will build further capacity in supporting young people's learning and evaluating the strategies in use.
- Increasing partnership working to gain advice, contributions and evaluation of whole school planning.
- Encourage wider opportunities provided by staff to celebrate diversity within the school.
- Work with pupils to ensure that all pathway opportunities are addressed and valued.
- Continued monitoring of attendance and evaluation of strategies to address these concerns.

Our current evaluation of this QI using the *How good is our school?* (4th edition) six-point scale – based on an incomplete analysis of our progress (because of the periods of remote learning).

satisfactory

Q1 3.2

Raising attainment and achievement

Themes

- Attainment in literacy and numeracy
- Attainment over time
- Overall quality of learners' achievement
- Equity for all learners

Question 1

How are we doing? What's working well for our learners? What are the features of effective practice in our school?

Attainment in literacy and numeracy – BGE

- Most young people achieved third Curriculum for Excellence (CfE) level or better in literacy by the end of S3 in 2021/22. The majority of young people achieved fourth level in literacy. Most young people achieved third level or better in numeracy by the end of S3 in 2021/22. The majority of young people achieved fourth level in numeracy.

Senior phase – Leavers

- Most young people leaving school between 2018/19 and 2020/21 achieved Scottish Credit Qualification Framework (SCQF) level 5 or better in literacy. This is in line with the virtual comparator (VC) for 2019/20 and 2020/21. The majority of young people leaving school in 2019/20 and 2020/21 achieved SCQF level 6 or better in literacy. This was significantly much higher than the VC in 2019/20 and significantly higher in 2020/21.
- Most young people leaving school between 2016/17 and 2020/21 achieved SCQF level 4 or better in numeracy. This is in line with the VC. The majority of young people leaving school between 2016/17 and 2020/21 achieved SCQF level 5 or better in numeracy. This is in line with the VC, except in 2018/19 and 2019/20 when it was significantly higher than the VC. A minority of young people achieved SCQF level 6 in numeracy in 2018/19 and 2020/21. This is in line with the VC, except in 2019/20 where it was significantly higher.
- In 2020/21, most young people leaving school who required additional support with their learning achieved SCQF level 4 or better, with the majority achieving SCQF level 5 or better in literacy. The majority achieved SCQF level 4 or better in numeracy and a minority achieved this at SCQF level 5 or better.

Cohorts

- At S4, most young people achieve SCQF level 4 or better in literacy. This is broadly in line with the VC. The majority achieve SCQF level 5 or better, in line with the VC. By S5, based on the S4 roll, most largely achieve SCQF level 5 or better in literacy. This is in line with the VC. In 2020/21, a minority of young people achieved SCQF level 6, significantly lower than the VC. In 2021/22, the majority achieved at this level, significantly higher than the VC. By S6, based on the S6 roll, attainment in literacy at SCQF level 5 or better is in line with the VC in the four most recent years. At SCQF level 6, the percentage of young people achieving literacy is in line with the VC.
- At S4, by S5 (based on the S4 roll) and by S6 (based on the S4 roll), the attainment of young people in numeracy is broadly in line with the VC.

Attainment over time

- Staff use tracking information successfully to identify underachievement in the BGE and senior phase. This informs conversations with senior leaders about the support young people require with their learning. Information gathered at faculty level is supporting a whole school view of progress across stages. A more systematic analysis of progress within and across faculties is providing senior leaders with increasingly robust data. This is being used to support approaches to raise attainment.
- Senior leaders and faculty heads have a focus on raising attainment by using data to identify stretch aims. These support aspirational levels in both the BGE and the senior phase. Working closely with faculty heads, senior leaders have identified correctly the need to improve the quality of passes and increase the numbers of young people entering for aspirational and attainable levels in National Qualifications. This work began last year and early success can be seen in improvements in attainment at S4.

BGE

- In the BGE, the school collates data for all subjects showing the percentages of young people achieving first to fourth CfE levels. Senior leaders have identified correctly the need to make the most effective use of transition and assessment information to ensure that all young people in the BGE are working at an appropriate and aspirational level. Senior leaders are working closely with faculty heads and teachers to share best practice in using data to support learners' progress. Teachers' increasing confidence is enabling them to begin to identify more ambitious and achievable targets within levels for, and with, young people more accurately. This is beginning to have a positive impact on the attainment of young people in the BGE.

Senior phase - Improving attainment for all Leavers

- Attainment of young people leaving school, when compared using average complementary tariff points, has shown signs of improvement from 2017/18 to 2020/21. Attainment for the lowest attaining 20% of young people leaving school is in line with the VC between 2018/19 and 2020/21. For the middle attaining 60%, attainment was significantly much lower in 2017/18 and significantly lower in 2018/19 however, it has increased to be in line with the VC for 2019/20 and 2020/21.
- By S5, based on the S4 roll, improved attainment of the lowest attaining 20% is in line with the VC for 2020/21 and 2021/22, having been significantly lower in the previous three years. For the middle attaining 60%, attainment was significantly much lower in 2017/18 and significantly lower in 2018/19 however, it has increased to be in line with the VC for 2019/20 and 2020/21. Attainment of the highest attaining 20% was in line for 2021/22.

Breadth and Depth

- At S4, the majority of young people achieve five or more awards at SCQF level 4 or better. The majority of young people achieve two or more awards at SCQF level 5C or better. A minority achieved five or more awards. This is in line with the VC, having been significantly lower in the two previous years.
- By S5, based on the S5 roll, the majority of young people achieved three or more awards at SCQF level 5C or better in 2020/21 and 2021/22. The majority of young people achieved one or more to five or more awards at SCQF level 5A or better in 2021/22. This is in line with the VC, having been previously significantly much lower. In 2021/22, a minority of young people achieved one or more award at SCQF level 6C or better. This is in line with the VC.
- By S6, a minority of young people achieved five or more awards at SCQF level 5C or better in 2020/21 and 2021/22. A minority of young people attained one or more awards at SCQF level 6C in 2021/22. A minority of young people attained one or more awards at SCQF level 6A or better. A few young people achieve one or more awards at SCQF level 7C or better.

Overall quality of learners' achievement

- Young people gain skills and confidence through participation in a wide range of groups and activities both within school and in their local communities. Young people recognise they are developing their capacity to communicate and work with others through these activities which they then apply in other settings to support their learning.
- A few young people are successfully completing national and regional awards. Currently a number of young people who participate in 'Step Forward Wick' activities run by practitioners based in the school are working towards one or more nationally recognised awards. Young people who participate in 'Step Forward Wick' activities are supported very well. As a result, almost all are more confident in managing their emotions and behaviour and are successfully sustaining their engagement in learning. To support the inclusion of all young people, 'Step Forward Wick' activities, including trips, are free of charge.

Equity for all learners

- The attainment of young people living in SIMD deciles one and two, when compared using complementary tariff points, has improved from 2016/17 to 2020/21. It is now in line with the VC in 2020/21, having been significantly much lower than the VC in 2016/17.
- Senior leaders are aware of challenges around the poverty-related attainment gap, including rural poverty. Individual young people who suffer from socio-economic disadvantage have been identified to all teaching staff to raise awareness of the importance of constructive intervention and support to engage young people in their learning. There is early evidence of an improvement in attendance and a longer-term reduction in exclusions.
- There are interventions with learners in the BGE who face challenges, including the poverty-related attainment gap. Teaching staff work with these learners to close gaps in their literacy and numeracy skills, including during transition from primary school into S1. There are early signs of success, including a greater ability to engage with work in the classroom.
- Young people who are at risk of not gaining a positive destination receive effective additional support from a number of organisations. 'My Future My Success' mentoring programme has helped a few young people progress to the University of the Highlands and Islands who were at high risk of leaving without a positive destination.
- MCR Pathways are working with a number of young people and have established groupwork for young people in S1 and S2. They also mentor a few young people in the senior phase. This has had a positive impact on the attendance, confidence and resilience of the young people involved.
- Almost all young people move into a positive destination on leaving school. The majority of young people go to higher or further education, with a minority going to employment. Support for applications through Universities and Colleges Admissions Services is provided.

Question 2

How do we know? What evidence do we have of positive impact on our learners?

- A whole school attainment tracking system with analysis documents.
- Department Actions and Improvement Targets
- Insight Data
- Positive Destinations data
- Increased focus on curricular planning

Question 3

What could we do now? What actions would move us forward?

- Focus on specific cohorts to raise levels of attainment. This will be through agreed stretch aims.
- Work together to improve the quality of passes and increase the numbers entering levels of national qualifications.
- Make the most effective use of transition and assessment information to ensure that all young people in the BGE are working at an appropriate and aspirational level.
- Increased awareness and support of young people in the lowest attaining 20% and middle 60% to improve outcomes for all.
- Specific tracking to support and challenge young people sitting L5/6 qualifications. Improved progression routes that are mapped to maximise potential success.
- To develop tracking and monitoring of achievements and skills, especially those awards gained through wider achievement and in the community.
- Develop closer planning opportunities with ASG to identify potential support required.
- Continue to work closely with those who face challenges including the poverty related attainment gap.

- Greater focus and development of students' skills for those on a further education pathway, especially with the application process.

Our current evaluation of this QI using the *How good is our school?* (4th edition) six-point scale – based on an incomplete analysis of our progress (because of the periods of remote learning).

satisfactory

KEY THEME

from QI 2.2

Curriculum

Theme 3

- Learning pathways
- Development of the curriculum
- Rationale and design
- Skills for learning, life and work

Question 1

How are we doing? What's working well for our learners? What are the features of effective practice in our school?

- The S1 and S2 curriculum provides experiences for young people across all curricular areas. The S3 curriculum has recently been reviewed by senior leaders, teachers and young people and subsequently reorganised. The revised S3 curriculum has been designed to foster aspiration in young people in the BGE, increase the number of young people undertaking qualifications, and improve attainment in the senior phase.
- Our wider achievement opportunities in the senior phase have been enhanced to include SQA wider achievement awards. Young people also can work towards Religion, Values and Belief awards in core RME and Scottish Studies awards administered by our Social Subjects department. These awards are available at various levels to support a wide range of young people.
- The wider achievement opportunities in the senior phase have been enhanced to support targeted young people to better prepare them from college and the world of work.
- Young people who engage in volunteering within the school and wider community are supported through the Saltire Awards Programme. Opportunities for young people to volunteer and increase their leadership skills and achieve appropriate accreditation.
- Continued dialogue with young people and partners to increase the variety of school-based courses that we deliver.
- Through this dialogue, changes have been made to the Senior Phase curriculum to increase the number of courses available to learners in S5 & S6. Technical department staff have worked to ensure they have the skills, resources and support to offer N5 Practical Metal Work. This is in response to pupil requests and the needs of our local community. This change will give further opportunity for young people to achieve within the well-respected Technical department.
- We offer a wide variety of National 3/4/5, Higher and some Advanced Higher courses within the school. We work with the Highland Virtual Academy, North Highland College and West Highland College to increase our offering, our partners offer a range of subjects and levels which are appropriate and link well with intended careers.
- Vocational courses are available to learners through partnership with North Highland College further increasing the options available to our young people. Hospitality, Creative Industries, Engineering and Construction and Rural Skills have an increasing pupil take up rate.
- A few young people also access learning in a consortium arrangement online using Highland Virtual Academy.
- Our outdoor learning opportunities include a school poly tunnel in which vegetables are grown for use within the life skills classes of our learning support department.
- The school has continued its work in creating a more detailed, strategic progression framework to promote a consistent approach to both literacy and numeracy development across the curriculum with the aim of raising attainment for all.
- Through dialogue with our stakeholders, our Homework Policy and Guide has been launched this session to support young people and their parents'/Guardians with at home learning.
- All young people in S1-S4 experience two periods of high-quality PE and, in S1-S5, all young people receive one period of personal & social education (PSE). Young people in S5 and S6 do not have a continuing element of religious and moral education (RME).
- Increasing opportunities working with the SCQF Ambassador programme to raise awareness and understanding of the SCQF. We achieved a Bronze award in 2022-23 and have focused our aims to work towards achieving a Silver award next session.
- Young people can access the library in the East Caithness Community facility attached to the school. Learners are introduced to the library in S1 and by senior phase use it independently as a venue and resource for independent study. The network librarian works with the English department to plan research and learning opportunities for young people.
- There is a level of career education and guidance support in place which covers many of the career management skills needed.

Question 2

How do we know? What evidence do we have of positive impact on our learners?

- Curriculum plans and structure
- Choice forms/Pupil Choice Surveys
- Timetable
- Pupil feedback/surveys
- Parent feedback/surveys
- Parent Council minutes
- HMIE Summarised Inspection Findings
- Professional dialogue with other schools
- Minutes of DYW meetings
- Feedback from employer events

Question 3

What could we do now? What actions would move us forward?

- Review and re-develop the S1/2 curriculum linked to benchmarks, skills and pathways to promote success in the senior phase.
- Review of the senior curriculum to increase opportunities for students to gain further qualifications and to ensure improved progression options.
- Support and collaborate with our DWY coordinator to plan and co-create opportunities for employability, enterprise and wider curriculum learning to take place with employers, educators and partners.
- Ensure young people in the BGE receive their entitlement to two modern languages.
- Increase confidence in and use of attainment data in the BGE to support appropriate pathways for targeted young people.
- Increasing consultation with our young people, parents/guardians and partners.
- Improve links with our delivery partners to consult with and discuss our improvement planning.
- Consider opportunities to deliver RME input to our S5/6 young people.